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# THE SCHOOL REVIEW

A JOURNAL OF SECONDARY EDUCATION

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VOLUME XXV

APRIL 1917

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NUMBER 4

## THE PROFESSIONAL READING OF THE HIGH-SCHOOL PRINCIPAL<sup>1</sup>

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Until recently the term professional training, if applied to high-school teachers, has been a misnomer. The best recruits to the ranks brought a formal mastery of one or more subjects, certified to by the optimistic heads of college departments whose sublime contempt for training in methods, if acquired at all, was the result of costly experiment upon the human material that fell helpless into their hands. The case was essentially the same with the principal. Callow youths, their college courses just completed, entered upon the duties of the principalship with no additional qualification except, perhaps, the promise of executive ability based upon their own self-assurance and conceit. Those whose early promise was measurably fulfilled by experience, or who developed an aptitude for practical politics, were promoted to higher positions, leaving their former places to be filled by others of the same sort.

But now, however, that the recent demand for efficiency has been extended to all forms of industrial and social enterprise, the schools are in for an overhauling. The inadequacy of the traditional curriculum to meet modern social demands, and the inefficiency of methods of instruction and administration have been

<sup>1</sup> A paper read before the University of Illinois Secondary-School Conference.

brought to light. And now suddenly we school principals find ourselves confronted with a new vocabulary consisting of such terms as individual differences, normal distribution curve, motor control, reflective thinking, etc., which we must learn in order to save our faces, to say nothing of our jobs. The zeal with which we flock to the centers of learning and spend the heated term in pursuit of knowledge of which we have never before felt the need indicates that we are awake to the gravity of the situation.

Along with all this we have come to realize that the functions of a principal include something more than sitting in a swivel chair and dispensing discipline to recalcitrant pupils and parents, making out programs of recitations for the subjects of a traditional curriculum, and keeping the records of the school. We have found that some of our accustomed tasks can be better done by a fifteen-dollar clerk, some can be delegated to other members of the teaching staff with benefit to all, and some do not need to be done at all. A knack for getting on with people in settling or avoiding difficulties and a facility in the performance of routine office tasks are coming to have relatively less importance, while the interpretation of the modern social demands in terms of curriculum, materials, and methods of instruction which shall function in actual life experience has become of paramount importance. The principal must no longer be a mere craftsman, but a professionally trained leader of the teaching staff, and in matters of education he must share with the superintendent the responsibility of leadership of the entire community.

The new demands upon the principal require a breadth of reading and experience which few have had, but all must strive to attain. Until recently the literature of education has been in the form of a philosophy whose implications have been too vague for application in actual school procedure, or of a methodology which has found its application only in the practice of the elementary school. The last ten years, however, have been marked by the publication of a wealth of material dealing with the secondary school which is quite appalling to the principal who feels the need of mastering the literature of his calling. Some of this is of excellent quality, some is hardly worth reading, but all of it indicates an attitude that is full

of promise. The high cost of paper is likely to check the flood temporarily, so that we need not utterly despair of finding our bearings. What we need just now is a pilot to chart the course.

In undertaking to prepare a bibliography which he could confidently recommend as including the books which every principal should read and excluding those of merely ephemeral value, the writer was at once struck with his inadequacy to the task. His experience in preparing the following bibliography leads to the conclusion that no single person is able to prepare such a list. A number of men whose work lies in the field of secondary education in universities in various parts of the country were asked to submit lists of ten or fifteen books which they regarded as most valuable for the professional reading of high-school principals. Eight men submitted such lists, one each from the following universities: Chicago, Columbia, Harvard, Illinois, Iowa, Minnesota, Pittsburgh, and Wisconsin. Three of these named more than fifteen, one named only nine. Some of the titles included more than one volume. All the titles suggested have been included in the list. As might be expected, the lists submitted indicated what might be called institutional preferences. In the request for recommendations no reference was made to educational journals. The emphasis placed upon these in some of the submitted lists indicates that they are regarded as extremely valuable and would doubtless have received further recommendation had their inclusion been suggested. One said, "I feel that the best books in secondary education for principals of high schools are the volumes of the *School Review*."

The material has been roughly classified under ten heads. The titles under each head are arranged in order of the number of choices assigned to each; those receiving one choice are arranged in alphabetical order. The publisher's name, date of publication, number of pages, and net price are given in each case. A brief bibliographical note is appended with each title and is intended to suggest the content or distinctive method of treatment of the book.

Several significant facts appear in this bibliography. The large number of titles indicates the difficulty of selecting from the available material what is of most value. There are sixty-two different

titles including in all ninety-one books and journals. In four of the main divisions there is pretty general agreement on the most important books: Dewey's *Democracy and Education* (5), Judd's *Psychology of High School Subjects* (6), Johnston's *Modern High School* (7), Monroe's *Principles of Secondary Education* (7), Parker's *Methods of Teaching in the High School* (7). Davis' *Social and Moral Guidance* (3) is the only book receiving more than one choice in the group on "Industrial Education and Vocational Guidance." The field of administration has more titles than any other, fourteen in all, of which two receive seven choices each, and eight others receive two or more choices each. Division 4, composed of books dealing with the history of secondary education or with foreign secondary schools, contains four titles with two or three choices each. Another noticeable fact is revealed by the dates of publication showing that all but four of these books have been written within the last ten years, most of them within the last five years.

#### I. PRINCIPLES OF EDUCATION

- (5) Dewey, John. *Democracy and Education*. Macmillan, 1916. Pp. 434. \$1.40.

An introduction to the philosophy of education. The author "endeavors to detect and state the ideas implied in a democratic society, and to apply these ideas to the problems of the enterprise of education."

- (1) Bagley, W. C. *Educational Values*. Macmillan, 1911. Pp. 267. \$1.10.  
The controls of conduct; the classification of functions and values.

- (1) Bolton, F. E. *Principles of Education*. Scribner, 1910. Pp. 790. \$3.00.  
The author "assembles the main, well-tested results of the scientific study of education from the psychological and biological viewpoints and presents them in a way which secures continuity, correlation, and a unified interpretation of them."

- (1) Moore, E. C. *What Is Education*. Ginn, 1915. Pp. 357. \$1.25.  
A discussion of some of the fundamental presuppositions of education.

#### 2. PSYCHOLOGY

- (6) Judd, C. H. *Psychology of High School Subjects*. Ginn, 1915. Pp. 515. \$1.50.

A practical application of psychology to the materials and methods of high-school instruction.

- (1) Ames, E. S. *Psychology of Religious Experience*. Houghton Mifflin, 1910. Pp. 428. \$2.50.

Chapters xi-xiv deal with the psychology of adolescence.

- (1) Angell, J. R. *Psychology*. Holt, 1905. Pp. 402. \$1.50.  
An introductory study of the structure and function of human consciousness.
- (1) Calvin, S. S. *The Learning Process*. Macmillan, 1911. Pp. 336. \$1.25.  
The psychology of learning as related to the theory and practice of elementary and secondary education.
- (1) Dewey, John. *Interest and Effort in Education*. Houghton Mifflin. Riverside Educational Monographs. Pp. 102. \$.60.  
Discusses types of interest and their place in the theory of education.
- (1) Hall, G. S. *Adolescence*. Appleton, 1904. Vol. I, pp. 589; Vol. II, pp. 784. \$7.50.  
The psychology of adolescence and its relations to physiology, anthropology, sociology, sex, crime, religion, and education.
- (1) Thorndike, E. L. *Psychology of Learning*. Teachers College, 1913. Pp. 452. \$2.50.  
An experimental study of the learning process.

### 3. ADMINISTRATION

- (7) Johnston, C. H. *The Modern High School* (rev. ed.). Scribner, 1916. Pp. 847. \$1.75.  
The administration and extension of the high school with examples and interpretation of significant movements. Contains extensive bibliography.
- (7) Monroe, Paul (editor). *Principles of Secondary Education*. Macmillan, 1914. Pp. 790. \$1.90.  
Contains twenty-one chapters by the editor and other specialists on the history, organization, and materials of secondary education.
- (4) Johnston, C. H. *High School Education*. Scribner, 1912. Pp. 555. \$1.50.  
Contains chapters by the author and several others on the history, organization, and materials of instruction of the high school.
- (3) Cubberly, E. P. *Public School Administration*. Houghton Mifflin, 1916. Pp. 479. \$1.75.  
A statement of the fundamental principles underlying the organization and administration of public education.
- (3) King, Irving. *The High School Age*. Bobbs-Merrill, 1914. Pp. 233. \$1.00.  
Discusses the physical, mental, and social characteristics of adolescence in their relation to the organization and activities of the school.
- (2) Hollister, H. A. *High School and Class Management*. Heath, 1915. Pp. 314. \$1.25.  
Administration and technique of teaching in the high school.

- (2) Russell, W. F. *Economy in Secondary Education*. Houghton Mifflin, 1916. Riverside Educational Monographs. Pp. 74. \$0.35.  
Causes of waste discussed, and comparison with foreign schools.
- (2) Stout, J. E. *The High School*. Heath, 1914. Pp. 322. \$1.50.  
Treats of the function, organization, and administration of the high school.
- (1) Davis, C. O. *High School Courses of Study*. World Book Co., 1913. Pp. 172. \$1.50.  
A constructive study applied to New York City.
- (1) Hollister, H. A. *The Administration of Education in a Democracy*. Scribner, 1914. Pp. 383. \$1.25.  
Deals with school administration, with democracy as a unifying principle.
- (1) Morehouse, F. M. *The Discipline of the School*. Heath, 1914. Pp. 342. \$1.25.  
Deals with the theoretical and practical aspects of school discipline.
- (1) Sachs, Julius. *The American Secondary School*. Macmillan, 1912. Pp. 295. \$1.10.  
A discussion of the aims and methods of public and private secondary schools with frequent reference to the practices of foreign countries.
- (1) Strayer, G. D., and Thorndike, E. L. *Educational Administration*. Macmillan, 1913. Pp. 391. \$2.00.  
An application of scientific method to the studies of students, to the teaching staff, organization of schools, and school products.

#### 4. HISTORICAL AND COMPARATIVE

- (3) Brown, E. E. *The Making of Our Middle Schools*. Longmans, 1902. Pp. 547. \$3.00.  
An authoritative and exhaustive treatment of the history of secondary education in America.
- (3) Farrington, F. E. *French Secondary Schools*. Longmans, 1910. Pp. 450. \$2.50.  
An account of the origin, development, and present organization of secondary education in France.
- (3) Russell, J. E. *German Higher Schools*. Longmans, 1910. Pp. 455. \$2.50.  
The history, organization, and methods of secondary education in Germany.
- (2) Learned, W. S. *The Oberlehrer*. Harvard University Press, 1914. Pp. 150. \$1.25.  
A study of the social and professional evolution of the German school-master with application to conditions in American schools.

- (1) Brereton, C. *Studies in Foreign Education*. Houghton Mifflin, 1913. Pp. 302. \$1.60.

A comparative study of French, English, and German secondary schools.

#### 5. METHODS OF TEACHING

- (7) Parker, S. C. *Methods of Teaching in High Schools*. Ginn, 1915. Pp. 529. \$1.50.

A practical treatment of methods in which the author takes the point of view that efficiency and economy in instruction are facilitated by (1) adapting all instruction to contemporary social needs, (2) basing methods of instruction on sound psychological principles, and (3) applying principles of scientific business management to the conduct of teaching.

- (2) Bagley, W. C. *The Educative Process*. Macmillan, 1905. Pp. 358. \$1.25.

Covers the field commonly included under the term "general method," but deals with principles rather than with the details of device and method.

- (2) Dewey, John. *How We Think*. Heath, 1910. Pp. 224. \$1.00.

The nature of reflective thought, and means and methods of training in thinking.

- (1) Bagley, W. C. *Craftsmanship in Teaching*. Macmillan, 1911. Pp. 247. \$1.10.

- (1) Brown, R. W. *How the French Boy Learns to Write*. Harvard University Press, 1915. Pp. 260. \$1.25.

A study in the teaching of the mother-tongue.

- (1) Hall-Quest, A. L. *Supervised Study*. Macmillan, 1916. Pp. 433. \$1.25.

A discussion of the study lesson in the high school.

- (1) Parker, S. C. *Textbook in the History of Modern Elementary Education*. Ginn, 1912. Pp. 505. \$1.50.

Emphasis on school practice in relation to social conditions.

- (1) Sandwick, R. L. *How to Study*. Heath, 1915. Pp. 170. \$0.60.

Discusses the principles of effective study.

- (1) Stevens, Romiett. *The Question as a Measure of Efficiency*. Teachers College Contributions to Education, No. 48. Teachers College, 1912. Pp. 95. \$1.00.

A critical study of the efficiency of classroom instruction as measured by the number and quality of questions.

- (1) Thorndike, E. L. *The Principles of Teaching*. Seiler, 1916. Pp. 293. \$1.25.

A manual to guide in the application of principles based on psychology.

- (1) Whipple, G. M. *How to Study Effectively*. Public School Publishing Co. Pp. 44. \$0.50.

A clear discussion of the principles of effective study with practical suggestions for forming right habits.



## 6. MEASUREMENTS AND RESEARCHES

- (2) Starch, D. *Educational Measurements*. Macmillan, 1916. Pp. 202. \$1.25.

The measurement of abilities in various subjects of the elementary- and high-school curricula.

- (1) Freeman, F. N. *Experimental Education*. Houghton Mifflin, 1916. Pp. 220. \$1.30.

A laboratory manual for experimental education.

- (1) Van Denberg, J. K. *Causes of the Elimination of Students in Public Secondary Schools of New York City*. Teachers College, Contributions to Education, No. 47. Pp. 206. \$1.50.

- (1) Whipple, G. M. *Manual of Mental and Physical Tests*. Warwick & York, 1915. 2 vols., pp. 534 and 336. \$3.75 per set.

The purpose and methods of conducting tests with the results and conclusions of many tests.

## 7. SURVEYS

- (2) Cleveland Survey, Russell Sage Foundation, 1916, 25 vols.

The most complete survey yet made, consisting of 16 volumes directly relating to the schools, and 9 volumes on the vocations of the city of Cleveland.

## Schools:

*Child Accounting in the Public Schools*. L. P. Ayres. \$0.25.

*Educational Extension*. C. A. Perry. \$0.25.

*Education through Recreation*. G. E. John. \$0.25.

*Financing the Public Schools*. E. Clark. \$0.25.

*Health Work in the Public Schools*. L. P. Ayres and Mary Ayres. \$0.25.

*Household Arts and School Lunches*. Alice C. Boughton. \$0.25.

*Measuring the Work of the Public Schools*. C. H. Judd. \$0.50.

*Overcrowded Schools and the Platoon Plan*. S. O. Hartwell. \$0.25.

*School Buildings and Equipment*. L. P. Ayres and Mary Ayres. \$0.25.

*Schools and Classes for Exceptional Children*. David Mitchell. \$0.25.

*School Organization and Administration*. L. P. Ayres. \$0.25.

*The Public Library and the Public Schools*. L. P. Ayres and Adele McKinnie. \$0.25.

*The School and the Immigrant*. H. A. Miller. \$0.25.

*The Teaching Staff*. W. A. Jessup. \$0.25.

*What the Schools Teach and Might Teach*. Franklin Bobbitt. \$0.25.

*The Cleveland School Survey* (summary volume). L. P. Ayres. \$0.50.

## Vocations:

*Boys and Girls in Commercial Work*. Bertha M. Stevens. \$0.25.

*Department Store Occupations*. Iris P. O'Leary. \$0.25.

*Dressmaking and Millinery*. Edna C. Bryner. \$0.25.

- Railroad and Street Transportation.* R. G. Fleming. \$0.25.  
*The Building Trades.* F. L. Shaw. \$0.25.  
*The Garment Trades.* Edna C. Bryner. \$0.25.  
*The Metal Trades.* R. R. Lutz. \$0.25.  
*The Printing Trades.* F. L. Shaw. \$0.25.  
*Wage Earning and Education* (summary volume). R. R. Lutz. \$0.50.
- (1) *Educational Section of the Springfield, Illinois, Survey.* L. P. Ayres and Others. Russell Sage Foundation, 1914. Pp. 152. \$0.25.
- (1) *Portland, Oregon, Survey.* E. P. Cubberley and Others. World Book Co., 1915. Pp. 441. \$1.50.
- A textbook on the city-school administration based on a concrete study.

#### 8. INDUSTRIAL EDUCATION AND VOCATIONAL GUIDANCE

- (3) Davis, J. B. *Vocational and Moral Guidance.* Ginn, 1914. Pp. 303. \$1.25.  
 Emphasizes methods of vocational and moral guidance through oral and written expression in English.
- (1) Carleton, F. T. *Education and Industrial Evolution.* Macmillan, 1908. Pp. 320. \$1.25.  
 A discussion of the educational problems connected with social and industrial betterment.
- (1) Davenport, Eugene. *Education for Efficiency.* Heath, 1909. Pp. 184. \$1.00.  
 Industrial education in the elementary and high schools with particular reference to agriculture.
- (1) Kerchensteiner, Georg. *The Idea of the Industrial School.* Macmillan, 1913. Pp. 110. \$0.50.  
 Translated from the German.
- (1) Leavitt, F. M. *Examples of Industrial Education.* Ginn, 1912. Pp. 330. \$1.25.  
 An interpretative survey of current types of industrial education.
- (1) Puffer, J. A. *Vocational Guidance.* Rand McNally, 1913. Pp. 294. \$1.25.  
 The equipment and methods of the counselor; various occupations and professions.
- (1) Thompson, F. V. *Commercial Education in Public Secondary Schools.* World Book Co., 1915. Pp. 194. \$1.50.  
 A critical and constructive treatment of current problems in commercial education in the secondary school.

#### 9. GENERAL

- (2) Lewis, William C. *Democracy's High School.* Houghton Mifflin, 1914. Riverside Educational Monographs. Pp. 130. \$0.60.  
 A popular discussion of the school with emphasis upon the pupil rather than upon the traditional subjects of instruction.

- (1) Butler, N. M. *The Meaning of Education*. Scribner, 1915. Pp. 378. \$1.50.

Seven essays and addresses dealing chiefly with the function and organization of the school.

- (1) Monroe, Paul (editor). *Cyclopedia of Education*. 5 vols. Macmillan, 1911. \$5.00 each.

A concise discussion of all topics of importance and interest to the teacher with cross-references and bibliographies.

- (1) Snedden, D. S. *Problems of Educational Readjustment*. Houghton Mifflin, 1913. Pp. 262. \$1.50.

- (1) Weyl, W. E. *The New Democracy*. Macmillan, 1913. Pp. 370. \$2.00.

An essay on certain political and economic tendencies in the United States.

#### 10. PERIODICALS AND PROCEEDINGS

*School Review*. University of Chicago Press. \$1.50. Published monthly except July and August. Managing editor, R. L. Lyman.

A journal of secondary education.

*Educational Review*. Educational Review Publishing Co., Easton, Pa., and New York. \$3.00. Published monthly except July and August. Editor, Nicholas M. Butler.

A journal dealing with the general field of education.

*Educational Administration and Supervision*. Warwick and York, Lancaster, Pa., and Baltimore, Md. \$2.00. Published monthly except July and August. Managing Editor, C. H. Johnston.

*Proceedings of the North Central Association of Colleges and Secondary Schools*. Published by the Association, Henry E. Brown, Secretary, 1916.